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ABSTRACT

The purpose of this module is to instruct Child Development Associate (CDA) trainees in the selection, maintenance, placing and use of equipment and materials in the preschool for maximum safety for children and staff. The instructions also show how the trainee can teach children to locate, use and replace equipment and indicate how the trainee should supervise potentially dangerous activities. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, and an activity scoresheet. The student's materials include an activity list, a glossary, a unit overview, and a list of safety rules in addition to specified learning activities. Activities are provided which help the CDA trainee observe and improve the preschool environment. Activity scoresheets and observation forms are also provided. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT I

HEALTH AND SAFETY IN THE CLASSROOM

Module 2

SELECTING AND MAINTAINING EQUIPMENT AND MATERIALS

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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit I

Health and Safety In The Classroom

Module 2

Selecting and Maintaining Equipment and Materials

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Research For Better Schools, Inc.
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Unit I

HEALTH AND SAFETY IN THE CLASSROOM

Module 2

CHOICE AND UPKEEP OF EQUIPMENT AND MATERIALS

PURPOSE OF MODULE

To instruct trainees in the selection, maintenance, placing, and use of equipment and materials in the preschool for maximum safety for children and staff

COMPETENCIES

The trainee is able to select appropriate equipment for the classroom.

Competencies (cont.)

The trainee is able to select appropriate materials for the classroom.

The trainee can place and label objects so that children are able to locate, reach, use and replace them.

The trainee is able to instruct children in how to locate, use and replace equipment.

The trainee is able to supervise potentially dangerous activities.

Unit I

Module 2

Instructional Objectives	Behavioral Objectives
A. The trainee will know of (appropriate) criteria for safety in selection and maintenance of materials and equipment.	1. Given 10 pictures the trainee picks out Nos. ~~1~~, 2, 4, 6, 9, 10 as examples violations of appropriate safety criteria. 2. Given 10 pictures, the trainee picks out Nos. 3, 5, 7, 8 as examples of conditions that do not violate appropriate safety criteria.
B. The trainee will know the reasons for (appropriate) standards and justifications for standards set.	1. Given a list of safety criteria, and a list of reasons why those criteria are important, the trainee matches items on one list with items on the other in the manner specified. (see directions 4Ab).
C. The trainee will know which pieces of equipment and materials are suitable for specified activities with children of specified ages.	1. Given a list of items of materials and equipment, the trainee sorts at least 9 of them into 3 piles as specified in the directions. The piles will correspond to: a) material and equipment that all children can use freely; b) materials and equipment that children should use with supervision; and c) materials and equipment that children should not use. (See directions A7b).

Instructional Objectives	Behavioral Objectives
D. The trainee will know why certain pieces of equipment and materials are suitable for certain specified activities and how they should be used.	1. Given a list of 3 items of material and equipment that appear in category (b) above, the trainee states at least one reason in each case why the item required supervision in its use. The reason given must either correspond with a reason on the sample scoring sheet (see directions A7b), or be acceptable to the instructor.
E. The trainee will know where to place equipment and materials for accessibility to the children and safety factors.	1. Given a room plan with equipment and furniture already placed, trainee picks out at least 3 mistakes in placement, as specified in the directions (A4b).
F. The trainee will know reasons for having equipment and materials accessible to children and reasons for placement of equipment and materials in consideration of safety factors.	1. Given a room plan with equipment and furniture already placed, the trainee states at least one reason for each of the 3 mistakes she picks out. The reason must correspond to the sample sheet given in the directions (A4b) or be acceptable to the instructor.
G. The trainee will know the procedures to follow for proper supervision of children.	1. Given a list of activities, the trainee sorts at least 6 of them into 2 piles as specified in the directions (The piles will correspond to: a) Activities that do not require supervision; and b) Activities that do require supervision. (See direction A7b).

Instructional Objectives	Behavioral Objectives
H. The trainee knows why children must be supervised and the conditions under which they should be supervisied.	1. Given a list of 3 activities that appear in category (b) above, the trainee states at least one reason in each case why the activity requires supervision. The reason given must either correspond with a reason on the sample scoring sheet (See directions A7d), or be acceptable to the instructor.

MODULE II: Selecting and Maintaining Equipment and Materials

Trainee: _____

Instructor: _____

Field Supervisor: _____

	How Many?	Where?	When
Class Session	1 2 3		
Field Visits	1 2 3		

Unit I

Module 2

Instructor's Activity Outline

Activity		Material
0	Overview of Session (I)	Overview Module Description Folder
1.	Compile lists of safety criteria (S)	Activity Folder U1 M2 A1
**2a.	Picture-Sorting (S,C)	Pictures, Box U1 M2 A21 Activity Folder U1 M2 A2a
**2b.	Checking Activity for A2a (S)	Pictures, Box U1 M2 A2b Activity Folder U1 M2 A2b
3a.	Match Rules and Reasons (S,C)	Activity Folder U1 M2 A3a
* 3b.	Checking Activity for A3a (S)	Activity Folder U1 M2 A3b
4a.	Placement of Equipment and Material in the Classroom (S,C)	Activity Folder, U1 M2 A4a
* 4b.	Checking Activity for A4a (S)	Activity Folder A4b
5.	Field Activity Directions (S)	Activity Folder U1 M2 A5

* There will be additional time for Checking Activities in the third session.

** Please turn to Page 38 for special instructions for these activities.

Unit I

Module 2

Instructor's Activity Outline

Activity	Material
6. Compile list of potential dangers (I)	Activity Folder U1 M2 A6
** 7a. Word Sorting Activity (S,C)	Cards, Box U1 M2 A7a
* 7b. Checking Activity for A7a (S)	Cards, Box U1 M2 A7a Activity Folder U1 M2 A7b
** 7c. Activity-Sorting (S,C)	Cards, Box U1 M2 A7c Activity Folder U1 M2 A7c
* 7d. Checking Activity for A7c (S)	Cards Box U1 M2 A7c Activity Folder U1 M2 A7d
** 8. Film and Discussion (I)	Film, Projector, Screen Activity Folder U1 M2 A8
** 9. Film Observation (I.S)	Film, Projector, Screen Activity Folder U1 M2 A9
10. Field Activity Directions (S)	Activity Folder U1 M2 A10

*. There will be additional time for Checking Activities in the third session.

** Please turn to Pages 39 and 40 for special instructions for these activities.

Unit I

Module 2

Instructor's Activity Outline

	Activity	Materials
11.	Completion of Checking Activities	Activity Folder U1, M2. A11 Checking Activity Folders (A2b, A3b, A4b, A7b, A7d)
12.	Introduction to Part Two of this Session (I)	Activity Folder U1, M2, A12
** 12a.	Mastery Level Activity #1 (S)	Film, Projector, Screen Activity Folder U1, M2, A12a
** 12b.	Mastery Level Activity #2 (S)	Model Furniture Box U1, M2, A12b Activity Folder U1, M2, A12b
12c.	Mastery Level Activity #3 (S)	Activity Folder U1, M2, A12c

**Please turn to Pages 40 and 41 for special instructions for these activities.

Unit I

Module 2

1

Instructor's Directions

Compile Lists of Safety Criteria

Purpose of Activity: To have trainees compile a list of safety criteria for equipment and materials.

Mode: Instructor-Led

Setting: Group Discussion

Checking Activity: None

Procedures:

1. Say that you will deal with three aspects of the subject in this session.

   1. Some things to look for when you are examining the condition of equipment and material.

   2. Some things to look for when you are looking at the suitability of equipment and material.

   3. Some things to look for when you are looking at the placement of equipment and materials.

2. Make 3 columns on the board. Head one with each underlined word above. Start with Condition. Ask, "What are some things to look for in telling whether materials and equipment are in good condition or not?".

3. Write answers on the chalkboard.

4. Ask: "What are some things to look for in telling whether equipment and materials are suitable for the children who are using them?"

5. Write answers on the chalkboard.

6. Ask: "What are some things to look for in telling whether equipment and materials are well-placed or not, from the point of view of safety?"

7. Write answers on the chalkboard.

8. Give each trainee a copy of trainee's Activity 1. Have them write in any additional items as directed, referring to the lists on the chalkboard.

2a

Instructor's Directions

Picture Sorting

Purpose of Activity: To help trainees learn to recognize safe and unsafe conditions from pictures.

Mode: Trainee Self-Instructional

Setting: Individual or Small Group

Checking Activity: One (U1, M2, A2b)

Procedures

1. Explain that the next two activities (2a & 2b) go together. Each trainee should start with Activity 2a, but she does not have to spend much time on it. As soon as she feels ready, she can move on to the Checking Activity (2b).
2. Have trainees read directions and perform activity.
3. Help as needed.

Unit I

Module 2

2b

Instructor's Directions

Checking Activity for A2a

Purpose of Activity: To check trainee's performance in recognizing unsafe conditions from pictures.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedures

1. When trainee is ready, have her take activity folder A2b, read direction and perform activity.

2. Check trainee's score sheet. (See next page for criteria.) If she has been successful, tell her so. If not, schedule time to go over the work with her. Reschedule test.

Unit I

Module 2

SAMPLE SCORE SHEET FOR ACTIVITY 2b

Picture Number	Safe and Healthy	Unsafe and Unhealthy
1		✓
2		✓
3		
4		✓
5		
6		✓
7		
8		
9		✓
10		✓

3a

Instructor's Directions

Match Rules and Reasons

Purpose of Activity: To help trainees learn to match safety rules and the reasons for those rules.

Mode: Trainee Self-Instructional

Setting: Individual or Small Group

Checking Activity: One (U1,M2,A3b)

Procedures

1. Explain that the next two activities go together. Each trainee should start with activity 3a, but she does not have to spend a great deal of time on it. As soon as she feels ready, she can go on to Checking Activity (3b).
2. Have trainees read directions and perform activities.
3. Help as needed.

Unit I

Module 2

3b

Instructor's Directions

Checking Activity for A3a

Purpose of Activity: To check trainee's performance in matching rules and reasons.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedures

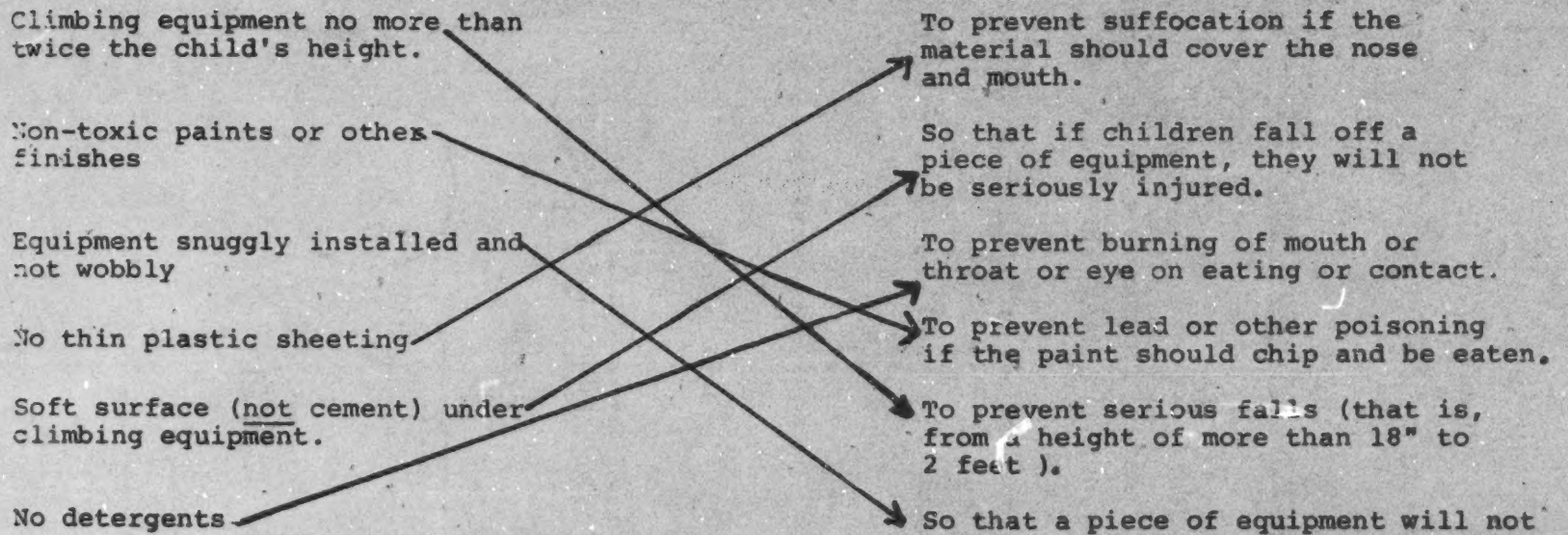
1. When trainee is ready, have her take activity folder A3b, read directions and perform activity.

   Check trainee's score sheet. (See next page for criteria.) If she has been successful, tell her so. If not, schedule time to go over the work with her. Reschedule test.

Unit I

Module 2

SAMPLE SCORE SHEET FOR ACTIVITY 3b


Climbing equipment no more than twice the child's height.
Non-toxic paints or other finishes
Equipment snuggly installed and not wobbly
No thin plastic sheeting
Soft surface (not cement) under climbing equipment.
No detergents
To prevent suffocation if the material should cover the nose and mouth.
So that if children fall off a piece of equipment, they will not be seriously injured.
To prevent burning of mouth or throat or eye on eating or contact.
To prevent lead or other poisoning if the paint should chip and be eaten.
To prevent serious falls (that is, from a height of more than 18" to 2 feet).
So that a piece of equipment will not tip over and injure children or staff.

Unit I

Module 2

Activity 4A

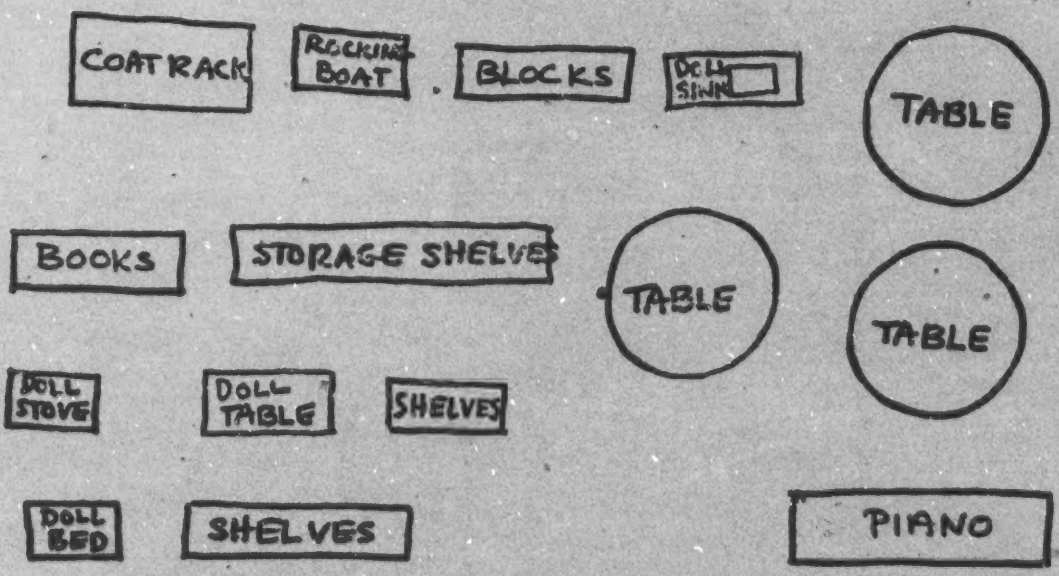
MODEL FURNITURE AND EQUIPMENT CUT-OUTS

On this page is a complete set of cut-out items needed by a trainee to do this activity. In preparation for trainees who will be doing this activity, you should do the following:

1. Make as many xerox copies of this page as needed.

2. Cut-out the items on a page and place them in a small envelope.

3. On the front of the envelope, write Unit I, Module 2, Activity 4A.



4a

Instructor's Directions

Placement of Equipment and Materials In The Classroom

Purpose of Activity: To help trainees to learn to place equipment and materials in a classroom in accordance with safety factors.

Mode: Trainee Self-Instructional

Setting: Pairs or Individuals

Checking Activity: One (M2 A4b)

Procedures

1. Explain that the next two activities go together. Each trainee should start with activity 4a, and spend as much time on it as she feels she needs. As soon as she feels ready, she can move on to the Checking Activity (4b).

Unit I

Module 2

4b

Directions for Instructions

Checking Activity for A4a

Purpose of Activity: To check trainees performance in recognizing mistakes in placement of equipment and materials.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedures

1. When trainee is ready, have her take Activity Folder A4b, read directions and perform activity.

2. Check trainee's score sheet. (See next page for criteria) If she has been successful, tell her so.; if not, schedule time to go over the work with her. Reschedule test.

Unit I

Module 2

SAMPLE SCORING SHEET FOR ACTIVITY 4b

Items in the room.	Is this item in the wrong place?	If so, why do you think so?
tables and chairs		
book shelf		
* block shelf	yes	too near quiet activity (books)
piano		
coat rack		
rug		
* rocking bear	yes	blocking bathroom
* shelves for materials	yes	blocking exit

*The answers for the starred items must be as they appear on the sample.

5

Instructor's Directions

Field Activity Directions

Purpose of Activity: To make trainees aware of her field assignment, and of how to do it.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: None

Procedures:

1. Have trainees read directions for Activity 5.
2. Explain any parts not understood.

Unit I

Module 2

5

Field Supervisor's Information

Your Objective: To help trainees fill out the observation form.

What to Do

1. Read Module (especially directions for Activity 5).
2. Ask trainee if she is having any difficulty.
3. Go over the form with her if necessary.
4. Consult with the instructor if the trainee seems very confused.

Required Materials:

1. Activity Folder 5

6

Instructor's Directions

Compile List of Potential Dangers

Purpose of Activity: To make trainees aware of possible dangers in common preschool items.

To compile a list of these items.

Mode: Instructor-Led

Setting: Whole Group

Checking Activity: None

Procedure

1. Say something like this:

   In the last session, we talked about ways to make equipment and materials in the preschool as safe as possible. However some things could be dangerous even when we have done all that we can to be sure that they are in good condition, are in the right place, and are the right size, etc, for the children using them. What are some examples of this?

2. Some answers might be:

   Jungle Gym

   Slide or Swings

   Sharp Scissors (for 4 and 5 yr olds)

   Woodworking Tools

   Cooking Projects, etc. etc.

3. Write these answers on the chalkboard.

4. Discuss some reasons why these things might be dangerous in preschool.

7a

Instructor's Directions

Word Sorting Activity - #1

Purpose of Activity: To help trainees to discriminate between various items, in terms of the way they are used by children.

Mode: Trainee Self-Instructional

Setting: Individual or Small Group

Checking Activity: _____

Purpose:

1. Explain that the next two activities go together. Each trainee should start with Activity 7a, but she does not have to spend much time on it. As soon as she feels ready, she can move on to the Checking Activity (7b).

7b

Instructor's Directions

Checking Activity for 7a

Purpose of Activity: To check whether the trainees know which materials are dangerous for children unless supervised.

To check whether the trainees can find reasons for regarding certain materials as dangerous.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedure

1. Have trainee take Activity Folder 7b directions and perform the activity.

2. Check her score sheet. If she was successful, let her know. If she was not successful, schedule time to go over her work with her. Reschedule test.

3. Criteria: The trainee's score sheet must look like the sample sheet (next page).

Unit I Name: _____

Module 2

SAMPLE SCORE SHEET FOR ACTIVITY 7b

First Group	Second Group	Third Group	For each entry in the Second group, write <u>why</u> you placed it there
Blocks			
Housekeeping Toys			
Crayons	Sharp scissors (4 & 5 Yr)		So children will not cut themselves.
	Uncooked rice and beans (3 yr)		So children will not eat them or put them in their noses or ears.
	Woodworking tools		So children will not be cut or hurt by sharp or heavy tools.
		Thin plastics	
		Medicines	
		Detergents	

<u>Note</u>: The words given above <u>must</u> appear on the trainee's score sheet as they are given here.

Unit I

Module 2

7c

Instructor's Directions

Activity-Sorting

Purpose of Activity: To help trainees to discriminate between activities that are safe for children, and those that may be dangerous.

Mode: Trainee Self-Instructional

Setting: Individual or Small Group

Checking Activity: One (U1, M2, A7d)

Procedures:

1. Explain that the next two activities go together. The trainee should start with Activity 7c, but does not need to spend much time on it. As soon as she feels ready, she can go on to the Checking Activity (A7d).
2. Have trainees take Activity Folder 7c and perform the activity.
3. Help as necessary.

Unit I

Module 2

7d

Instructor's Directions

Checking Activity for 7c

Purpose of Activity: To check whether the trainees know which activities are dangerous for children unless supervised.

To check whether the trainees can find reasons for regarding certain activities as dangerous.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedure:

1. Have trainee take Activity Folder 7d, read directions and perform the activity.

2. Check her score sheet. If she was successful, let her know. If she was not successful, schedule time to go over her work with her. Reschedule test.

3. Criteria: The trainee's score sheet must look like the sample sample sheet (next page).

Unit I

Module 2

Name _____

SAMPLE SCORE SHEET FOR ACTIVITY 7d

First Group	Second Group	For each entry in the second group, write why you place it there
Housekeeping		
Coloring or drawing		
Reading or looking a at books		
	Cooking	So children will not burn themselves on a hot stove.
	Woodworking	So children will not be cut or otherwise injured by sharp or heavy tools.
	Meals	So that all children will get enough to eat, and the right things to eat.

Note: The words given above must appear on the trainee's score sheet as they are given here.

Unit I

Module 2

8

Instructor's Directions

Film and Discussion

Purpose of Activity: To help trainees learn to observe preschool activities with an eye to safety procedures and to teacher behavior aimed toward safety.

Mode: Instructor-Led

Setting: Whole Group

Checking Activity: None

Procedure

1. Ask: "How can children be helped to use equipment and materials safely? For example, imagine children climbing up a slide or using wood working tools. What are some things a teacher might do to help them not to hurt themselves?

   Some answers might be:

   The teacher shows the children how to do it.

   The teacher explains to the children how to do it.

   The teacher sets up rules like "one at a time", or "no pushing".

   The teacher does the hard parts for the children.

   The teacher refuses to allow children who are small or clumsy to participate.

(Film and Discussion-cont.)

The teacher lifts or holds children.
The teacher stands nearby to help, etc., etc.

2. Write the answers on the chalkboard.

3. Now say: "Now I am going to show you a film of part of a preschool day. As you watch, notice what activities the children are engaged in. See what the teacher is doing to make these activities safer for children.

4. Show Film

Unit I

Module 2

9

Instructor's Directions

Film Observation

Purpose of Activity: To help trainees learn to observe some teacher strategies.

To help trainees learn how to select or reject a strategy for themselves.

Mode: Instructor-Led/Trainee Self-Instructional

Setting: Whole Group/Small Group/Individual

Checking Activity: None

Procedure

1. Have trainees read directions for Activity 9.
2. Explain parts not understood.
3. Show the film (or a portion of it) again.
4. Help trainees fill in observation forms as necessary.
5. When the trainees have finished, ask: "Do you agree with the ways the teacher handled the activity? What would you have done differently?". Have trainees discuss this briefly (10 mins.).

Unit I

Module 2

10

Instructor's Directions

Directions for Field Activity

Purpose of Activity: To make trainees aware of their field assignment.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: None

Procedure:

1. Explain that the observation form for the field activity will include a section for indicating agreement or disagreement with what the trainee observes. Otherwise, it is the same as the sample observation form.
2. Have trainees read field observation form and directions for trainees.
3. Help as needed.

Unit I

Module 2

10

Field Supervisor's Information

Your Objective: To help trainees fill out the observation form.

What To Do

1. Read directions for Activities 9 and 10.
2. Ask trainee if she is having any difficulties.
3. Go over the form with her if necessary.
4. Consult with the instructor if the trainee seems very confused.

Required Materials

1. Activity Folder 9
2. Activity Folder 10

Unit I

Module 2

11

Instructor's Directions

Completion of Checking Activities

Purpose of Activity: To be sure all checking activities from Modules I and II are completed.

Mode: Instructor-Led

Setting: Individual

Checking Activity: _____

Procedure

1. Explain that:

   The first part of this session (one hour and ten minutes) will be devoted to finishing any checking activities that have not already been done.

   The checking activities that should be completed are these:

   Two from class session of Module I (Activities 3b and 5)

   Two from the first class session of Module II (Activities 2b, 3b and 4b)

   Two from the second session of Module II (Activities 7b and 7d).

2. If trainees are not sure which Checking Activity they have already done, go over their logs with them to determine this.

3. Help each trainee as necessary.

4. Have every one take a break when the Checking Activities are completed.

12

Instructor's Directions

Introduction to Part Two of Session

Purpose of Activity: To make trainees aware of what activities they will be doing for the rest of this session. (Activities 12a, b, c).

To make trainees aware of the purpose of these activities.

Mode: Instructor-Led

Setting: Whole Group

Checking Activity: None

Procedure:

1. Say the following (or something similar):

In the last three weeks, you have learned about a lot of different kinds of things to look for when you want to tell if a center is safe. You have also thought about some of the reasons for having safety standards, and about the kinds of things a teacher might do to eliminate, or improve, unsafe or unhealthy conditions in the center where she works.

Now it is time to find out whether you can do these things as a teacher. In order to find this out, and give you some

practice in using what you know we have prepared three different activities for you to try out. They are:

1. A film which shows a room in a center. You will be asked to decide what changes you would make in the room if you were a teacher there.

2. A model room with model furniture (a little like a doll house). You will be asked to place the furniture and equipment in the safest way.

3. A word picture of an imaginary center. You will read the description of this center, then decide what things are wrong with this center and what you would do about them if you were the teacher.

You should pick two activities out of the three suggested to begin with. That will give you about 55 minutes for each. If you get through early and want to try the third, that's fine.

Unit I

Module 2

12a

Instructor's Directions

Mastery Level Activity #1

Purpose of Activity: To see if trainees can recognize changes to be made in a preschool room.

To see if trainees can implement needed changes.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedure

1. Have trainees who choose this activity read directions.
2. Explain any parts not understood.
3. Set up film projector and show film for these trainees.
4. Have trainees fill out score sheets.
5. Check score sheets with individual trainees.

Unit I

Module 2

12b

Instructor's Direction

Mastery Level Activity #2

Purpose of Activity: To see if trainees can arrange furniture and equipment in a preschool room for safety.

To see if trainees know why they should arrange furniture and equipment in a certain way for safety.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedure:

1. Have trainees who choose this activity read the directions.
2. Explain any parts not understood.
3. Have trainees perform the activity.
4. Check room plans with individual trainees.

Unit I

Module 2

12c

Instructor's Directions

Mastery Level Activity #3

Purpose of Activity: To see if trainees can recognize changes that need to be made in a preschool center.

To see if trainees can implement needed changes.

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedures

1. Have trainees who choose this activity read the directions.
2. Explain any parts not understood.
3. Have trainees perform the activity.
4. Check score sheets with individual trainees.

Module 2

There are some activities in this module that require special materials. These materials are needed to complete the activities. The materials needed are:

For Activity 2a

Pictures that show equipment and materials that are in good condition, that seem suitable for children who will use them or that are stored or placed in a safe manner.

Pictures that show equipment and materials that are not in good condition, not suitable for children, or not safely placed or stored.

*Photographs can be made with any available camera.

For Activity 2b

Five pictures that show equipment and materials that are in good condition, that seem suitable for children who will use them or that are stored or placed in a safe manner.

Five pictures that show equipment and materials that are not in good condition, not suitable for children, or not safely placed or stored.

Each picture should be given a number between 1 and 10.

*Photographs can be made with any available camera.

For Activity 7a

You will need a box of cards. To make the box of cards, do the following:

1. Place each item on the list below on 3 X 5 cards.

2. Place the cards in a box and label: Unit I - Module II - Activity 7a.

List of items to be placed on cards:

Rhythm Instruments
White Glue
Books
Paint
Brushes
Blunt Scissors (for 3 year olds)
Uncooked Beans and Rice
Blocks
Play Dough
Puzzles
Housekeeping Toys
Dolls
Dress-Up Clothes
Guitar
Toy Cars and People
Crayons
Pipe Cleaners
Cleaning Supplies
Felt-Tipped Markers
Sharp Scissors (for 3 year olds)
Detergents
Woodworking Tools
Phonograph
Sharp Scissors (for 4 year olds)
Thin Plastic Bags
Sharp Scissors (for 5 year olds)
Records
Soap Flakes
Matches
Medicines

Module 2

For Activity 7c

You will need a box of cards. To make the box of cards, do the following:

1. Place item on the list below on 3 X 5 cards.

2. Place the cards in a box and label: Unit I - Module II - Activity 7c.

List of items to be placed on cards:

Cooking
Throwing Balls
Climbing
Water Play
Swinging
Eating Meal or Snack
Painting
Reading or Looking at Books
Coloring or Drawing
Sand Box Play
Housekeeping Play
Playing Games Sitting at a Table
Tricycle Riding
Taking a Rest or Nap
Woodworking
Cutting and Pasting
Block Play

For Activity 8

A short film which focuses on part of a preschool day. The film should show children engaged in different activities and the teacher working with the children.

For Activity 9

The same film used in Activity 8.

For Activity 12a

A short film or videotape which focuses on a room in a center.

Unit I

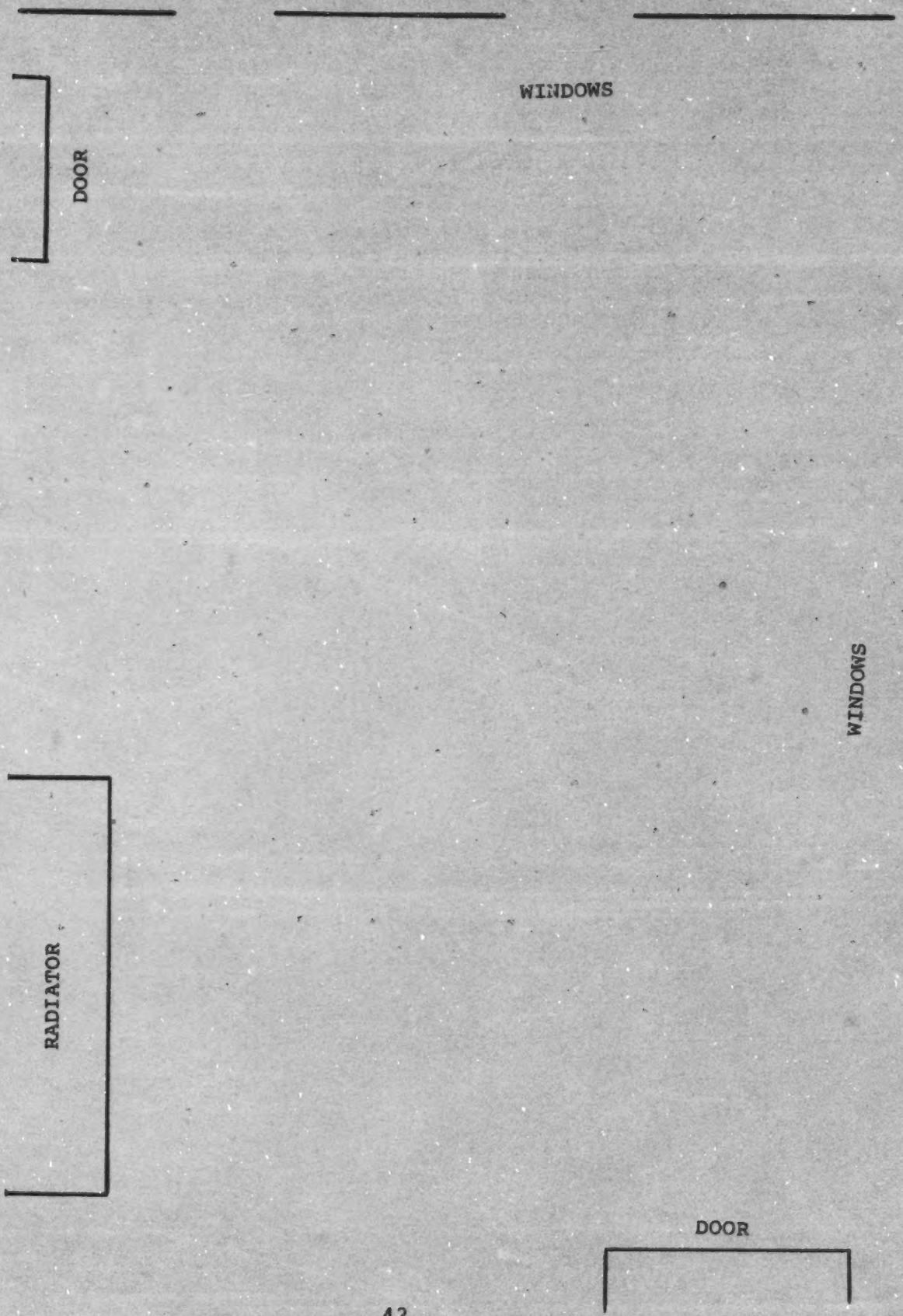
Module 2

For Activity 12b

You will need to do the following things:

1. Place the model floor plan on the next page on a large sheet of paper.

2. Purchase some model furniture. The kind that is made for a doll house or you can make your own. You will need: tables, chairs, book cases, cots and any other furniture items that are common to a preschool center.


WINDOWS
DOOR
WINDOWS
RADIATOR
DOOR

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Unit I

Module 2

TRAINEE ACTIVITY LIST

ACTIVITY		MATERIALS	EQUIPMENT
FIRST SESSION			
1	"How Do You Know What Is Safe?"	Activity Folder UI-M2-A1	
2a	Pictures (S-1C)		Pictures, Box UI-M2-A2a
2b	More Pictures (S)	Activity Folder UI-M2-A2a	Pictures, Box UI-M2-A2a
3a	Rules and Reasons (S-1C)	Activity Folder UI-M2-A3a	
3b	"Can You Tell Why?" (S)	Activity Folder UI-M2-A3b	
4a	The Classroom and What Is In It (S-1C)	Activity Folder UI-M2-A4a	
4b	"Where Should It Go?" (S)	Activity Folder UI-M2-A4b	
5	Your Field Assignment (S)	Activity Folder UI-M2-A5	
SECOND SESSION			
6	Making A List (I)	None	
7a	Words to Sort (S-1C)	Activity Folder UI-M2-A7a	Cards, Box UI-M2-A7a

Unit I

Module 2

Trainee Activity List (Cont.)

ACTIVITY	MATERIALS	EQUIPMENT
7b More Words (S)	Activity Folder UI-M2-A7b	Cards, Box UI-M2-A7a
7c Things to Do (S-1C)	Activity Folder UI-M2-A7c	Cards, Box UI-M2-A7c
8 Film and Discussion (I)	None	
9 How to Observe (I & S)	Activity Folder UI-M2-A9	
10 Your Field Assignment (S)	Activity Folder UI-M2-A10	
THIRD SESSION		
11 Complete Checking Activities (I)	None	
12 Introduction to Part Two (I)	None	
12a Making Changes (S)	Activity Folder UI-M2-A12a	
12b Arranging Furniture (S)	Activity Folder UI-M2-A12b	
12c "Your First Day on the Job" (S)	Activity Folder UI-M2-A12c	

Unit I

Module 2

GLOSSARY

Equipment = large or medium sized movable items, as furniture or play equipment, that is relatively permanent in the pre-school center.

Material = items that are designed to be used up and/or thrown away after they are worked with.

Toxic = poisonous, whether when swallowed or on contact with skin.

Safety rule = a rule given by the teacher, to be followed by children, with the purpose of avoiding accident or injury while pursuing an activity. "Look both ways before you cross the street" is an example of a safety rule.

Supervision = the act of a teacher in sitting or standing near an activity in order to see that it is properly carried out.

MODULE II- SELECTING AND MAINTAINING EQUIPMENT AND MATERIALS

Overview

This module will teach you some ways to use the equipment and materials of the preschool safely.

Before you begin, you should understand what is meant by "equipment" and "materials".

Equipment means, items that are used by children (or by teacher) but that are not used up - that is, they are not thrown away after use or used to make something else. Some equipment may be very large like jungle gyms and swings, or tables and chairs, or a painting easel. Others may be smaller, and can be moved around or used at a table, like musical instruments, a phonograph, or doll furniture.

Materials means items that are used up as they are used. Materials are used to make something else (paints, cooking supplies, or collage materials), or are thrown away after use (paper cups or towels, or playdough that is made from flour and water.)

This module will be divided into two parts:

1. The first class session will deal with the equipment and material you will find at the center where you will work, or select yourself. It must be safe, and be safely placed or stored. You will learn how to do this.

2. The second class session will deal with the safe use of this equipment and material by children and staff. You will learn how to help children to use equipment and material

(Overview cont.)

safely, and you will learn how children using the equipment and material in the center are supervised.

There will be a third class session at the end, when you will finish the Checking Activities that you have not already done. You will also choose two more activities (out of three) to test your mastery of the skills you have learned during the first two modules.

Unit I

Module 2

1

Pictures

Purpose of Activity: To help you to think of things that make equipment and materials safe.

Directions for Activity 1:

1. Imagine that you are inspecting a preschool center for safety.

2. What are some things to look for when you want to tell if equipment and materials used are in good condition? Here are some ideas. If you have more, write them in the space at the bottom of the page.

   No rough or splintery edges

   No peeling paint

   No rusty spots

   Nails and screws tight

   (Non-toxic paints or other finish - how do we know?)

   Equipment not wobbly - firmly installed

   Ropes not worn or frayed

   Wheels tight on wheeled toys

   Electrical equipment in good repair and well grounded

   Animal cages well built and well fastened

   Woodworking tools have tight handles and are well sharpened (where applicable)

(Directions for Activity 1 - cont.)

3. What are some things to look for when you want to tell if the equipment and materials are suitable for the children using them? Here are some ideas. If you have more, write them in the space at the bottom of the page.

   Sharp implements should only be used by children over 4 years old. (3 years old may use blunt scissors.)

   Saws, screwdrivers, etc., only to be used by children 4 years old. (3 year olds may use hammer and large-headed nails, with supervision.)

   Toxic glues and paints should never be used.

   Thin plastic sheeting should never be used.

   Detergents should never be used.

   Items with small pieces (uncooked beans, rice, small game pieces, etc.) should be used by 3 year olds with supervision, 4 and 5 years olds can use them freely.

   Equipment should not be more than twice the child's height.

4. What are some things to look for when you want to tell if the equipment and materials used are well-placed from the point of view of safety?

   Here are some ideas. If you have more, with them in the space at the bottom of the page.

Exits are not blocked.

Teacher can see all areas of a room or yard when standing in the middle.

Areas for noisy, active play are separated from children engaged in quiet, sedentary play.

At least 4 feet of clear space around a piece of climbing equipment.

Floor and passage areas are clear.

Storage areas are close to the activities involved.

Dangerous materials are stored where children cannot reach them.

Heavy materials are stored on the bottom shelf of a cupboard or bookcase - light weight materials on top.

Unit I

Module 2

2a

Pictures

Purpose of Activity: To help you learn to notice safe and unsafe conditions when you see them.

1. For this activity, you will need a set of pictures (in the box marked U1, M2, A2a).

2. Some of the pictures show equipment and materials that are in good condition, that seem suitable for the children who will use them or that are stored or placed in a safe manner (A).

3. Some of the pictures show equipment and materials that are not in good condition, not suitable for children, or not safely placed or stored (B).

4. Make two piles, In one, put all the pictures that fit (A) above. In the other, put the pictures that fit (B) above.

5. Discuss your results with one or two other people. See if you agree in the way you sorted the pictures. The instructor will help you also if you wish.

Unit I

Module 2

2b

More Pictures

Purpose of Activity: To check to see whether you can recognize six specific unsafe conditions from pictures.

Directions for Activity 2b:

1. This activity is for you to do when you feel satisfied with the way you sorted the pictures in the previous activity. Now it is time for you to check yourself.

2. For this activity, you will need:

    1. A set of pictures (U1, M2, A2b)
    2. A score sheet (next page)

3. Look at the pictures. Sort them in the same way that you sorted the pictures for Activity 2a. Now look at the number on each picture, and check the right box on the score sheet for that picture.

4. When you have finished, write your name on your score sheet and hand it in to the instructor. Do not talk about your answers with anyone else.

Unit I

Module 2

Name _____

SCORE SHEET FOR ACTIVITY 2b

Picture Number	Safe and Healthy	Unsafe and Unhealthy
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3a

Rules and Reasons

Purpose of Activity: To help you to learn the reasons for some safety rules.

Directions for Activity 3a:

1. Look at the next page. You will see that it has two columns of phrases on it. The left-hand column is a list of safety rules. The right-hand colum is a list of reasons for safety rules. The reasons say what the rules are for, or what they are supposed to prevent.

2. You are to match the two columns by drawing lines from one item to another. For example:

Some conditions may correspond to more than one reason. Some reasons may apply to more than one condition. If you find a condition, or a reason that does not seem to correspond at all to anything in the opposite column, don't draw a line to it at all.

3. Discuss your results with one or two other people. See if you have agreed about which items correspond with each other.

Rule	Reasons
Equipment snuggly installed and not wobbly	To prevent lead or other poisoning if the paint should chip and be eaten.
No thin plastic sheeting	To prevent serious falls (that is from a height of more than 18" to 2 feet).
No detergents	To prevent cuts and scratches from bumping into or rubbing against the rough places.
No toxic glues or pastes	To prevent cuts or other injuries to each child using or moving around with something sharp.
No sharp knives	To prevent skin irritation or eye irritation on contact with the material.
Climbing equipment no more than twice the child's height	To prevent burning of mouth or throat or eye on eating or contact.
Woodworking tools have tight handles	To prevent poisoning if eaten.
No vicious animals	To prevent suffocation if the material should cover the nose and mouth.
Electrical equipment in good repair and well grounded	So that a piece of equipment will not tip over and injure children or staff.
Non-toxic paints or other finishes	So that children have room to move on the outside of the piece of equipment without bumping into another person or object.
Wheels tight on wheeled toys	So that if children fall off a piece of equipment, they will not be seriously injured.
Ropes not frayed or worn	So that equipment is strong and will not tip, break or wobble.
No rough, sharp or splintering edges.	So that ropes will not break while children are climbing them.
Screws and nails tight.	So that wheeled toys will not tip or break while children are riding.
Soft surface (not cement) under climbing equipment.	To prevent electric shock to children or staff.
At least 4 feet of clear space around a piece of climbing equipment.	To prevent bites.

Unit I

Module 2

3b

"Can You Tell Why?"

Purpose of Activity: To check whether you can pick out the reason for six specific safety rules.

Directions for Activity 3b

1. This activity is for you to do when you feel satisfied with the way you matched the phrases in the previous activity. Now it is time for you to check yourself.

2. Take the score sheet (next page). You will see six rules and six reasons on the page, just as in Activity 3a. Match the rule with the reason as you did before, by drawing lines from one column to the other.

3. When you have finished, write your name on your score sheet and hand it in to the instructor. Do not talk about the answers with anyone else.

Unit I

Module 2

SCORE SHEET FOR ACTIVITY 3b

Climbing equipment no more than twice the child's height.	To prevent suffocation if the material should cover the nose and mouth.
Non-toxic paints or other finishes.	So that if children fall off a piece of equipment, they will not be seriously injured.
Equipment snuggly installed and not wobbly.	To prevent burning of mouth or throat or eye on eating or contact.
No thin plastic sheeting.	To prevent lead or other poisoning if the paint should chip and be eaten.
Soft surface (not cement) under climbing equipment.	To prevent serious falls (that is, from a height of more than 18" to 2 feet).
No detergents.	So that a piece of equipment will not tip over and injure children or staff.

Unit I

Module 2

4a

The Classroom and What Is In It

Purpose of Activity: To help you to learn how to arrange furniture and equipment in a classroom, for safety.

Directions for Activity 4a:

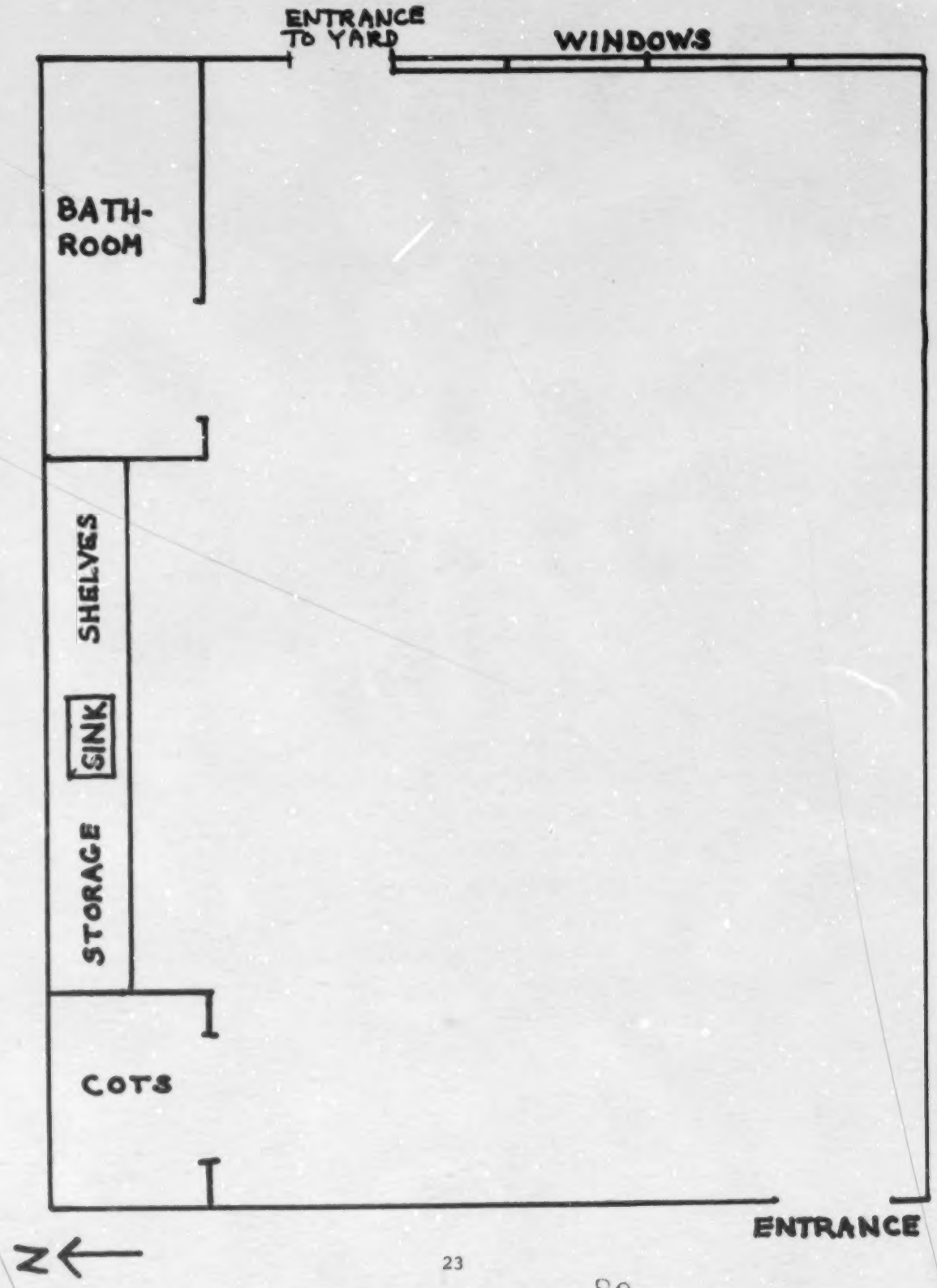
1. For this activity, you need:
   1) a room plan (next page)
   2) model furniture and equipment (in the envelope)

2. Glance over your list of safety rules from Activity 1. Look especially at the list of safety rules that have to do with placement of equipment and materials.

3. Now see if you can place the things you will find in the envelope in the school room plan, without breaking any of the safety rules.

4. When you have placed everything, find someone else who has also completed this activity. Change room plans with her. See if you agree with her placements. See if she agrees with yours.

Room Plan for Activity 4a



Unit I

Module 2

4b

"Where Should It Go?"

Purpose of Activity: To check to see if you can spot mistakes in the way equipment and materials are placed in a classroom.

Directions for Activity 4b:

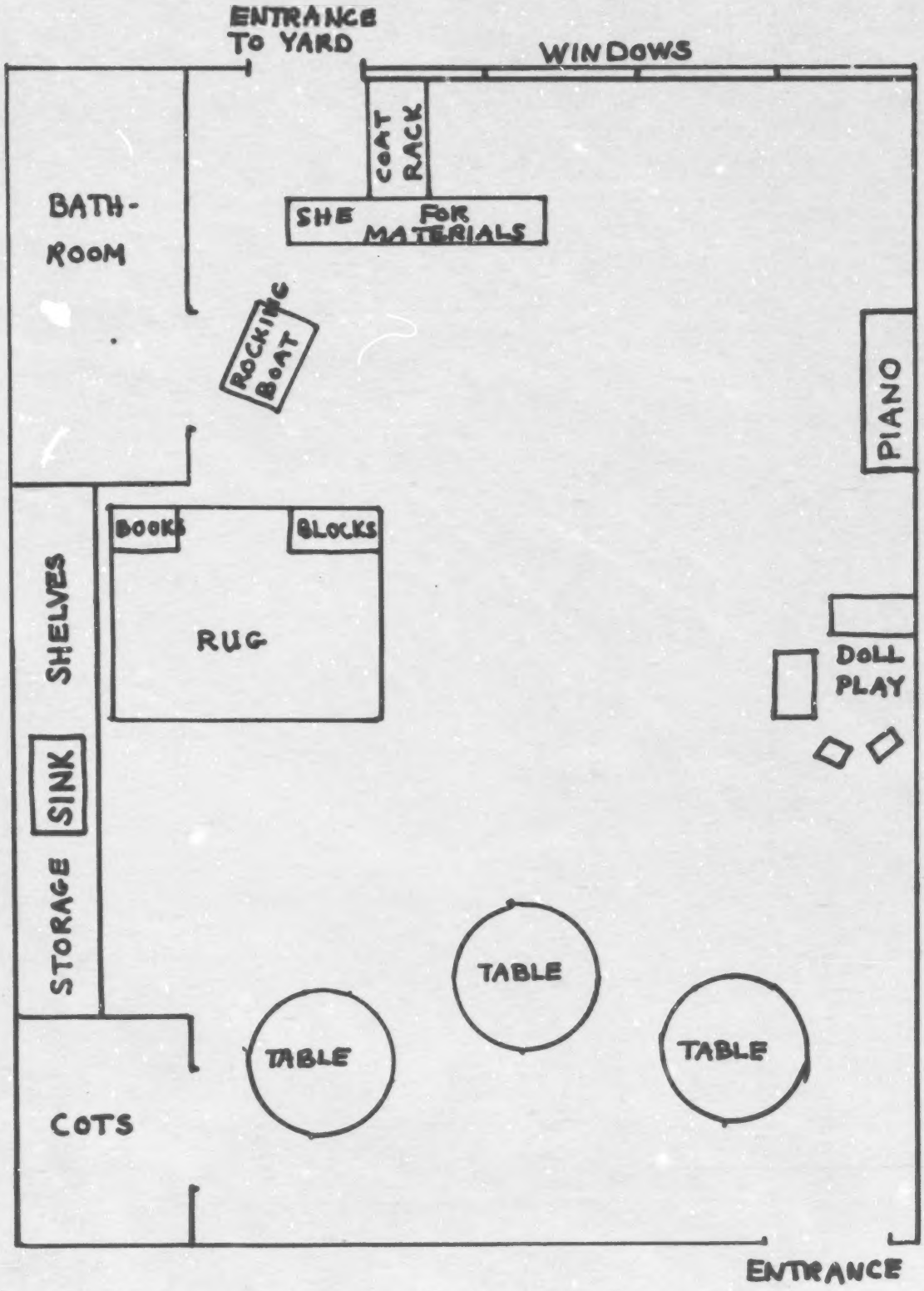
1. Here is a plan of an imaginary classroom. The equipment and furniture have been arranged in it, but there are some mistakes in the way things have been placed.

2. Your job is to find each mistake, and say why it is a mistake.

3. Look at your score sheet (next page). In the first column are the items that are in the room. In the second column, you should write whether you think each item is in the wrong place. In the third column, write why you think it is in the wrong place.

4. When you have finished, write your name on your score sheet and give it to the instructor. Do not talk about your answers with anybody else.

Room Plan for Activity 4b



Unit I

Module 2

Name _____

SCORE SHEET FOR ACTIVITY 4b

Items in the room	Is this item in the wrong place?	If so, why do you think so?
Tables and chairs		
Book shelf		
Block shelf		
Piano		
Coat rac..		
Rug		
Rocking Boat		
Shelves for materials		

Unit I

Module 2

5

Your Field Assignment

Purpose of Activity: To let you know how to do your next field assignment.

Directions for Activity 5:

1. On your field placement, you should look around to see whether you notice anything that you think might be unhealthy or unsafe for children or staff. (Even the very best preschool class may have one or two possible danger areas. If you see conditions that you think are unsafe or unhealthy, it does not necessarily mean that the preschool center is not doing a good job, just that some things might be improved.)

2. On the next page is an observation form for use with your field activity. It has three columns.

   In the first column, you should list any conditions that you see on your field placement that you think might violate the safety rules that were listed earlier.

   In the second column, say why you think the condition is unsafe.

   In the third column, say what you think the teacher could do to correct the situation.

   Discuss the form with your field supervisor. She can help you with any difficulties you may be having. You should keep the form for your own reference.

Unit I

Module 2

OBSERVATION FORM FOR ACTIVITY 5

Do you see any unsafe conditions in pre-school? List them.	Why do you think this condition is unsafe?	What could the teacher do to correct the situation?

Unit I

Module 2

7a

Words to Sort

Purpose of Activity: To help you decide what things are safe for children and what things are not safe.

Directions for Activity 7a:

1. For this activity, you will need a box of cards with words on them. (Box U1, M2, A7a). Each card has on it the name of some material or a piece of equipment.

2. You should make three piles of cards. The first pile will have in it the names of things you think children can safely use on their own, without supervision.

   The second pile will have in it the names of things you think children may use but only with close adult supervision.

   The third pile will have in it the names of things that should never be used by children.

3. Discuss your results with one or two others. See if you have agreed in the way you sorted the words. The instructor will help you also if you wish.

Unit I

Module 2

7b

More Words

Purpose of Activity: To check whether you can tell which things are dangerous for children, and which are not.

To check whether you can think of reasons why certain things are dangerous.

Directions for Activity 7b:

1. For this activity, you will need the same cards you used for the previous activity. (Box U1, M2, A7a).

2. Sort the cards according to the Directions for Activity 7a.

3. Now look at your score sheet (next page). In the first column, write all the words on the cards in the first pile. (Things that children can safely use on their own.)

   In the second column, write all the words on the cards in the second pile. (Things children should only use if they are supervised.)

   In the third column, write all the words on the cards in the third pile. (Things that should never be used by children.

4. Now, look at the words in column 2. (The names of things that you think need to be supervised when they are used.)

   Decide, for each word, why you think that thing requires supervision.

5. Write down your reason in Column 3. (Be brief.)

6. When you have finished, write your name on your score sheet and hand it in to the instructor. Do not talk about your answers to anyone else.

Unit I

Module 2

Name _____

SCORE SHEET FOR ACTIVITY 7b

First Group	Second Group	Third Group	For each entry in the second group, write why you placed it there.

7c

Things To Do

Purpose of Activity: To help you to tell what things are safe for children to do, and what things might be dangerous.

Directions for Activity 7c:

1. For this activity, you will need the cards in box U1, M2, A7c. Each card has on it the name of an activity that preschool children may do in the course of a day.

2. You should make two piles of cards. The first pile will have in it the names of things you think children can safely do on their own, without supervision. The second pile will have in it the names of things you think children should only do when closely supervised.

3. Discuss your results with one or two others. See if you have agreed in the way you sorted the words. The instructor will help you also if you wish.

Unit I
Module 2

7d

More Things to Do

Purpose of Activity: To check whether you can tell which activities are dangerous for children, and which are not.
To check whether you can think of reasons why certain activites are dangerous.

Directions for Activity 7d:

1. For this activity, you will need the same cards you used for the previous activity (Box U1, M2, A7c).

2. Sort the cards according to the Directions for Activity 7c.

3. Now look at your score sheet (next page). In the first column, headed "first group", write all the words on the cards in the first pile. (Things you think children can do without supervision.)
In the second column, headed "second group", write all the words on the cards in the second pile. (Things you think need to be supervised.)

4. Now look at the words in column 2. (The names of things that you think need to be supervised.)

   Decide, for each word, why you think that requires supervision.

5. Write down your reason in Column 3 (Be brief.)

6. When you have finished, write your name on the score sheet and hand it in to the instructor. Do not talk about your answers with anyone else.

Unit I

Module 2

Name_____

SCORE SHEET FOR ACTIVITY 7d

irst Group	Second Group	For each entry in the second group, write <u>why</u> you placed it there.

Unit I

Module 2

9

How to Observe

Purpose of Activity: To help you to observe some of the ways a teacher handles an activity. To help you find some ways to decide how you would handle that activity.

Directions for Activity 9:

1. For this activity, you will need an observation form (next page).

2. In a few minutes, your instructor will show part of the film you have just seen again. Look at it carefully. After you have watched, you will fill out the observation form like this:

   There are three columns. In the first, record each activity that you see during the film.

   The second column has to do with the amount of "managing" or "bossy" talking the teacher does. For example, if she stands near the children throughout the activity, and says lots of things like "be careful" or "hold on tight" or "one at a time", then check in the left hand side of that column. If she makes few, or no remarks of that kind, check on the right hand side. If she is in between, check in between.

The third column has to do with how closely the teacher supervises the activity. Is she close all or most of the time? Is she at a distance most of the time? Or does she stay away part of the time and come close to check part of the time? Check the appropriate sections of column three for what you observe.

3. Now watch the film.

4. Can you fill out the form easily? Talk it over with one or two other people. Do you agree on what you observed?

Unit I

Module 2
OBSERVATION FORM FOR ACTIVITY 9

Activity Observed	What does the teacher say?			How is the activity supervised?		
	A lot of managing remarks	In-between	No or few managing remarks	Teacher is close	In-between	Teacher is at a distance

Unit I

Module 2

10

Your Field Assignment

Purpose of Activity: To tell you what your field assignment is is.

To tell you how to do your field assignment.

Directions for Activity 10:

1. Here is the observation form you will use in your field activity. The first 3 columns are the same as on the one you have just used as you watched the film, and you are to do just what you did then, as best you can. The field supervisor will help you also if you wish.

2. After you observe each activity, you should note in the last column whether you agreed with how the teacher handled the activity, and, if not, how you would have changed what she did. For example, would you have stayed closer to the activity? Further away? Would you have said more "managing" things, or fewer? (If you can, on a separate sheet, note why you would make these changes.)

Unit I

Module 2

OBSERVATION FORM FOR FIELD ASSIGNMENT (A10)

Activity Observed	What does the teacher say?			How is the activity supervised?			In this situation, what would you have done?
	A lot of managing remarks	In-between	No or few managing remarks	Teacher is close	In-between	Teacher is at a distance	

12a

Making Changes

Purpose of Activity: To see whether you can tell what changes need to be made in a preschool room for safety and health.

To see whether you can think of ways to make these changes.

Directions for Activity 12a

1. For this activity, you will need to watch a film that the instructor will show you, and, as you watch, fill in a score sheet (next page). The film will show a room in a preschool center.

2. Look now at the score sheet.
   In the first column, you should note down, as you watch the film, anything that you think you would like to change in the room if you were the teacher. Put down anything that you think would make the room safer or healthier.

3. Then, when the film is finished, fill in the other columns. This is how you should do it:

   1. Decide how you would change each thing that you wrote in Column 1.

2. Then, decide whether the change you are going to make is "long term" or "short term".

   A "short-term"change is something that is quick and easy that you could do yourself. Examples of "short-term" changes might be moving a table or washing a window.

   A "long-term" change is expensive and takes a long time to do. Examples of "long-term" changes might be tearing down a wall or putting in a bathroom.

4. Last of all, look at the list of "long-term" changes you have decided to make. For each one, think whether there is anything you can do right away to improve the situation while you wait for the "long-term" solution to happen. If there <u>is</u> anything, write it in the last column.

5. Give your score sheet to the instructor to be checked. She will discuss it with you when there is time.

SCORE SHEET FOR ACTIVITY 12a

What would you change?	How would you change it?		If your solution is long-term, can you "improvise" to improve things right now? How?
	Short-term Solutions	Long-term Solutions	

12b

Arranging Furniture

Purpose of Activity: To see whether you can tell where to place furniture and equipment in a preschool room for safety.

To see whether you can tell why you would put certain pieces of furniture and equipment in certain places.

Directions for Activity 12b:

1. For this activity you will need a floor plan of a model room, (folded up in this package) a table to spread it out on, and a package of model furniture (Box U1, M2, A12b).

2. Your job is to arrange the model furniture and equipment in the room so as to make a safe environment. If possible you should have a good safety reason for each placement that you make.

3. When you have furniture, mark your plan to show where you have put each piece of furniture. (Put the box of furniture back so that someone else can use it.).

4. Give your marked plan to the instructor to be checked. She will discuss it with you when there is time.

Unit I

Module 2

12c

"Your First Day On The Job"

Purpose of Activity: To see whether you can tell what changes need to be made in a preschool center, for safety and health.

To see whether you can think of ways to make these changes.

Directions for Activity 12c

1. For this activity, you should imagine that you are a new teacher coming in to take charge of a group of children at a preschool center. The following story describes what the director of the center might say to you as she shows you around.

2. As you read the description, you will note on your score sheet what conditions seem to you to need changing in this preschool. Look now at the score sheet (on the page after the story).

   In the first column, you should write down anything that you think you would like to change in the center if you were the teacher. Put down anything that you think would make the center safer or healthier.

3. Then fill in the other columns. This is how you should do it:
   A. Decide how you would change each thing that you wrote in Column 1
   B. Then, decide whether the change you are going to make is "long term" or "short term".

A "short term" change is something that is quick, easy, and can be done yourself. Examples of "short term" changes might be moving a table or washing a window.

A "long term" change is expensive and takes a long time to do. Examples of "long term" changes might be tearing down a wall or putting in a bathroom.

4. Last of all, look at the list of "long term" changes you have decided to make. For each one, think whether there is anything you could do right away to improve the situation while you wait for the "long term" solution to happen. If there <u>is</u> anything, write it in the last column.

5. Give your score sheet to the instructor to be checked. She will discuss it with you when there is time.

Unit I
Module 2

YOUR FIRST DAY ON THE JOB

How do you do, Miss Smith! Welcome to the Uncle Wiggily Day Care Center. Your group will consist of 20 three year olds. This is Mrs. Jones, who will act as your assistant. The room where your group meets is on the second floor, with one staircase leading up from the front vestibule. The bathroom (which has two adult-sized toilets and one adult-sized sink) is in the basement, but there is a sink over here in the corner of your room if you need running water. As you can see your room is not very large - only about 500 square feet, but it is nice and warm. In fact, those radiators over there get so hot sometimes we have to warn the children to stay away! Yes, it is rather dark - but in the afternoon the sun comes in the window and these dark green walls tend to look a lot brighter. To get to the yard, you go down the stairs, through the hall, and go out the side door. We have a very nice large yard with fencing on two sides, a nice swing set, a sand area, and a jungle gym.

Mrs. Jones will show you how she has arranged things on the shelves. The low shelves in the corner contain things for the children to use - as you can see, there are blocks on the top shelf, scissors and paint on the middle shelf, and puzzles and paper on the bottom. The easels are over by the window, with a bottle of ammonia and a rag on the windowsill in case any paint gets spilled. The electrical outlet is by the piano, so we have run an extension cord to the record player and another to the electric clock and the hot plate. We try to take good care of our toys and furniture - twice a year some of the fathers of our children come and do some repairs for us. That box on the floor in the corner contains some of the broken toys that they will mend for us. The chairs that are broken have red tags on them so that the children will be careful when they sit down. Oh, be

careful of that rusty nail sticking out of the rocking horse - they play on that horse constantly and it is a little worn out. Well, I'll leave you two to get acquanted - perhaps you can have a chat while the children are having their lunch. That way, you won't be interrupted. Goodbye!

Unit I
Module 2

Name_____

SCORE SHEET FOR ACTIVITY 12c

What would you change?	How would you change it?		If your solution is long-term, can you "improvise" to improve things right now? How?
	Short-term Solutions	Long-term Solutions	